



**Archdale Elementary School**  
**School Improvement Plan**  
**2018-2019**

## Comprehensive Progress Report

**Mission:** Randolph County School System Mission Statement The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society. Randolph County School System Vision Statement The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: • All students can learn; • All students will be taught in a safe and nurturing learning environment; • All students deserve a teacher who is qualified and well-prepared; • All students deserve access to instructional resources managed in a fiscally-responsible manner; and • All stakeholders share the responsibility and accountability for student learning.

**Vision:**

**Goals:**

Randolph County School System Goal 2019 By the end of the 2018-2019 school year, at least 75% of the students taking End-of Grade (EOG) tests and End-of-Course) EOC tests in the Randolph County School System will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Olweus training will be held with staff on September 5, 2017.  Teachers will be reviewing school wide behavior program with students as we begin the new school year.	Limited Development 08/18/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		When this objective is fully met, teachers will be meeting weekly with their students to implement lessons designed to positively impact school climate. We will keep parent acknowledgement of school discipline policy on file in classrooms. Evidence: Lesson plans School Discipline policy Class Dojo reports from participating teachers	<b>Objective Met 06/07/18</b>	<b>Sally Voelkert</b>	<b>06/15/2018</b>
<b>Actions</b>					
	8/18/17	Staff training for Olweus on September 5, 2017.	Complete 09/05/2017	Sally Voelkert	09/13/2017
<i>Notes:</i>					
	10/10/17	Grade level chairs will upload sample Olweus lesson plans into the Google Drive Folder.	Complete 11/08/2017	Sally Voelkert	11/08/2017
<i>Notes:</i>					
	8/18/17	Kindergarten Teachers will lead weekly class meetings to teach positive social behavior.	Complete 06/07/2018	Hannah Slaughter	06/15/2018
<i>Notes:</i>					
	8/18/17	First grade teachers will lead weekly class meetings to teach positive social behavior.	Complete 06/07/2018	Teresa Turner	06/15/2018
<i>Notes:</i>					
	8/18/17	Second grade teachers will lead weekly class meetings to teach positive social behavior.	Complete 06/07/2018	Ann Marie Johnson	06/15/2018
<i>Notes:</i>					
	8/18/17	Third grade teachers will lead weekly class meetings to teach positive social behavior.	Complete 06/07/2018	Bailey Toomes	06/15/2018
<i>Notes:</i>					
	8/18/17	Fourth grade teachers will lead weekly class meetings to teach positive social behavior.	Complete 06/07/2018	Kristin Kennedy	06/15/2018

<i>Notes:</i>				
8/18/17	Fifth grade teachers will lead weekly class meetings to teach positive social behavior.	Complete 06/07/2018	Patrick Nordan	06/15/2018
<i>Notes:</i>				
<b>Implementation:</b>		06/07/2018		
<b>Evidence</b>	6/7/2018 Evidences are uploaded into a Google Drive folder that is linked to our Indistar account.			
<b>Experience</b>	6/7/2018 Classroom meetings have been held twice a week all year long in all K-5 classrooms.			
<b>Sustainability</b>	6/7/2018 As part of the Olweus program adopted by our district, our classroom teachers will continue to hold classroom meetings. Our school counselor will continue to be a resource to teachers and students through classroom lessons, group sessions, and individual conferences.			
	<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>	Some teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. Teachers have an understanding of effective mathematical instructional practices, which contribute to growth mindset, but these practices are implemented at a variety of levels within the school.	Limited Development 08/30/2018		
<b>How it will look when fully met:</b>	All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. Teachers will utilize growth mindset principles in their classrooms in order to build strong communities in their classrooms.		<b>Lisa Garrison</b>	<b>06/28/2019</b>
<b>Actions</b>		<b>2 of 3 (67%)</b>		
8/30/18	Certified staff will attend Growth Mindset professional development at the beginning of the school year.	Complete 08/24/2018	Lisa Garrison	09/01/2018
<i>Notes:</i>				
8/30/18	Teachers will implement building classroom community lessons within their math block during the first week of school.	Complete 08/30/2018	Lisa Garrison	09/01/2018

Notes:

8/30/18 Teachers will use data notebooks to help students set goals for themselves. The students will work with the teacher to track their progress throughout the year.

Tonia Trotter

06/28/2019

Notes:

**Core Function: Dimension A - Instructional Excellence and Alignment**

**Effective Practice: Curriculum and instructional alignment**

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:** \*Currently plan quarterly with Lead Teacher \*Weekly afterschool planning \*PLC meetings \*County pacing guides \*Power Standards \*CFAs

Limited Development  
04/26/2017

**How it will look when fully met:**

Teachers will implement units of study that are fully aligned to the NC Standard Course of Study and Essential Standards.

They will use vertical teams to plan these units in order to ensure there are no gaps or overlaps in instruction.

They will also be using new resources from DPI.

Lisa Garrison

06/19/2020

**Actions 0 of 4 (0%)**

8/27/18 Support staff will have access to grade level long term plans in order to integrate standards within their own lessons.

Christine Beeson

05/10/2019

Notes:

8/27/18 Grade levels will collaborate with each other in order to create lesson plans. They will use Planbook.Edu to build joint lesson plans. These planbooks will be shared with the administration and the lead teacher.

Paula LaPlant

06/28/2019

Notes:

8/27/18 All certified staff will meet twice a month after school to create units of study. By having all certified staff in planning, EC and support teachers will be able to create integrated units of study that are differentiated to meet the needs of all learners.

Tammy Hemric

06/28/2019

Notes:

8/18/17 Teachers will participate in professional development designed by district lead and school based lead teachers to incorporate new standards into their units of study.

Lisa Garrison

06/28/2019

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers do use assessment data to drive instruction within their classrooms. Their units of study tend to be predictive rather than responsive.</p> <p>Grade levels do meet together after assessments, but time needs to be dedicated to disaggregate data effectively.</p>	Limited Development 08/30/2018		
<i>How it will look when fully met:</i>		<p>Teachers will use assessment data to drive instruction within their classrooms. Their units of study will be responsive rather than predictive.</p> <p>Grade levels will meet together after major assessments to discuss results and determine students who need interventions and extension opportunities.</p>		Lisa Garrison	06/28/2019
<b>Actions</b>			<b>1 of 6 (17%)</b>		
8/30/18		K-5 teachers will meet as PLC groups to review mCLASS data in order to set up guided reading groups.	Complete 10/04/2018	Lisa Garrison	10/12/2018
<i>Notes:</i>					
8/30/18		3-5 teachers will meet as PLC groups to review NC-Check Ins data in order to drive instruction for the upcoming quarter.		Lisa Garrison	11/09/2018
<i>Notes:</i>					
8/30/18		3-5 teachers will meet as PLC groups to review NC Check-Ins data in order to drive instruction for the upcoming quarter.		Lisa Garrison	02/02/2019
<i>Notes:</i>					
8/30/18		K-5 teachers will meet as PLC groups to review mCLASS data in order to set up guided reading groups.		Lisa Garrison	02/15/2019
<i>Notes:</i>					
8/30/18		K-2 teachers will meet as PLC groups to review MOY Math assessment data in order to drive instruction for the upcoming quarter.		Lisa Garrison	03/01/2019
<i>Notes:</i>					

8/30/18	3-5 teachers will meet as PLC groups to review NC-Check Ins data in order to drive instruction for the upcoming quarter.		Lisa Garrison	04/12/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>*System in place for steps to follow with struggling students</li> <li>*Use data to drive instruction</li> <li>*Process for documentation (pre-screener)</li> <li>*Trying to strengthen core through planning</li> <li>*Data meetings</li> <li>*Walk throughs</li> <li>*EC teachers participate in professional development through the district EC department.</li> </ul>	Limited Development 04/26/2017		
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<i>How it will look when fully met:</i>		The MTSS team will schedule meetings at least twice a month based on student performance toward learning targets. A system will be used to refer students to the MTSS team. Minutes will be taken at each meeting and student performance will be tracked to determine if interventions are successful.		Sally Voelkert	06/28/2019
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<b>Actions</b>			<b>6 of 7 (86%)</b>		
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6/12/17	MTSS team will meet with 2017-2018 classroom teachers to discuss students who we are carrying over from the 2016-2017 school year to discuss previous interventions and develop plan for continued interventions.	Complete 09/11/2017	Sally Voelkert	09/29/2017
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*Notes:*

6/12/17	MTSS team leaders will conduct professional development with staff to clarify procedures for referral process.	Complete 10/17/2018	Sally Voelkert	10/20/2017
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*Notes:*

6/12/17	Classroom teachers will complete MTSS pre-screener using beginning of the year data.	Complete 10/19/2017	Lisa Garrison	10/20/2017
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		<i>Notes:</i> Teachers will note at risk students in pre-screener after BOY assessments and will use this document to track performance.			
6/12/17	MTSS team will report general progress for students in the MTSS process to SIP team once a month.	Complete 06/08/2018	Sally Voelkert	06/15/2018	
		<i>Notes:</i>			
6/8/18	2018-2019 classroom teachers will be given a list of students who ended the school year in Tier 2 and Tier 3.	Complete 08/24/2018	Sally Voelkert	09/01/2018	
		<i>Notes:</i>			
6/8/18	2018-2019 3-5 classroom teachers will be given access to historical student performance data at the beginning year data meetings.	Complete 08/20/2018	Lisa Garrison	09/14/2018	
		<i>Notes:</i>			
6/8/18	MTSS team will report general progress for students in the MTSS process to SIP team once a month.		Sally Voelkert	06/13/2019	
		<i>Notes:</i>			
	<b>A4.04</b>	<b>The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Our school works to build emotional competency through school rituals and routines. Individual classrooms build community in a variety of ways and at varying levels.	Limited Development 08/30/2018		
<i>How it will look when fully met:</i>		The school will promote social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays. In addition, we will be setting classroom communities with building growth mindsets with our students.		Lori Swiggett	06/28/2019
<i>Actions</i>			<b>2 of 6 (33%)</b>		
8/30/18	Certified staff will have professional development in how to build a classroom community in order to establish a growth mindset in each student.	Complete 08/24/2018	Lisa Garrison	08/24/2018	
		<i>Notes:</i>			
8/30/18	Classroom teachers will use the first few weeks of school to implement growth mindset professional development techniques. This will include building classroom community lessons, read alouds, class meetings, and bulletin board displays.	Complete 09/28/2018	Lori Swiggett	09/28/2018	
		<i>Notes:</i>			



8/30/18	Our fifth grade students will participate in the DARE program. Once they have met the requirements of the program, they will participate in a graduation ceremony in which parents will be invited.		Lori Swiggett	12/31/2018
<i>Notes:</i> *Swiggett to upload DARE brochure to evidence folder.				
8/30/18	Our second grade students will participate in the CARE program. Once they have met the requirements of the program, they will participate in a graduation ceremony in which parents will be invited.		Ann Marie Johnson	06/28/2019
<i>Notes:</i> *Johnson to upload CARE brochures to the evidence folder.				
8/30/18	Our school will hold awards day each quarter so that families may join us in celebrating student successes.		Cateria Davis	06/28/2019
<i>Notes:</i>				
8/30/18	Our school will broadcast a morning news show each day to announce important activities, changes to the schedule, celebrations, and upcoming parent events. As a part of the news program, we will have daily "words of wisdom".		Christine Beeson	06/28/2019
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>*School wide discipline policy</li> <li>*Anti-bullying policy</li> <li>*OLWEUS</li> <li>*Bucketfillers</li> <li>*Social Groups</li> <li>*Backpack program</li> <li>*Student Council</li> </ul>	Limited Development 04/26/2017		
<i>How it will look when fully met:</i>			<p>Students and staff will demonstrate respectful behaviors toward each other. We will monitor the implementation using sample lesson plans.</p> <p>Our mentoring program will involve every staff member being assigned an at-risk student that they will check in with on a daily basis. These check ins will be brief and consist of goal setting and our behavior monitoring.</p>		Paula LaPlant	06/21/2019
<b>Actions</b>				<b>0 of 3 (0%)</b>		
8/18/17			We will implement a school-wide mentoring program where at-risk students will have a mentor to check in with each day.		Paula LaPlant	06/21/2019
<i>Notes:</i>						
8/27/18			Our school theme for the 2018-2019 year is #bekind. Teachers will create bulletin boards with messages about treating others with respect and kindness in order to build a sense of community throughout the building. In addition, classroom meetings will be held to discuss expectations for positive interactions within our school.		Ann Marie Johnson	06/28/2019
<i>Notes:</i>						
8/27/18			In order to promote positive climate in our school, our media specialist will incorporate "words of wisdom" in her daily announcements.		Christine Beeson	06/28/2019
<i>Notes:</i>						

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Within the first 30 days of each school year, we hold an Annual Public Meeting/Open House to educate parents of expectations of the current school year. We currently hold a Transition Night in late spring each year so that students and their families can meet teachers and get an overview of the expectations for the next school year. Fifth grade students visit Braxton Craven in the spring. Kindergarten registration is also held in the spring.	Limited Development 08/18/2017		
<b>How it will look when fully met:</b>		We will maintain the current policies.  We will also hold parent engagement meetings to plan effective parent nights for transitions.  The principal will visit Braxton Craven twice this year to learn about procedures in sixth grade and report any relevant findings to our fifth grade teachers.		Lisa Garrison	06/19/2020
<b>Actions</b>			<b>3 of 7 (43%)</b>		
	6/8/18	Hold Kindergarten screening session to meet incoming Kindergartners and assess strengths and weakness.	Complete 04/17/2018	Hannah Slaughter	04/17/2018
	<i>Notes:</i>				
	6/8/18	Meet with Parent Engagement Committee to choose Parent Nights for the 2018-2019 school year.	Complete 05/22/2018	Lisa Garrison	05/22/2018
	<i>Notes:</i>				
	8/18/17	Principal to visit Braxton Craven on 9/20/18.	Complete 10/08/2018	Lisa Thompson	10/10/2018
	<i>Notes:</i>				
	8/22/18	Principal to visit Braxton Craven on 1/10/19.		Lisa Thompson	02/13/2019
	<i>Notes:</i>				
	8/22/18	Parent Engagement Committee will meet to discuss Transition Night logistics on 1/2/2019.		Lisa Garrison	02/13/2019
	<i>Notes:</i>				
	8/22/18	We will hold Kindergarten Registration on 3/5/19.		Sally Voelkert	03/13/2019
	<i>Notes:</i>				
	8/22/18	We will hold Transition Night for parents on 4/25/19.		Lisa Garrison	05/08/2019
	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		See folder B1.01 for district-provided evidence.	Full Implementation 04/26/2017		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		*Quarterly data discussion with leadership team (monthly) *Subcommittees on leadership team to help look at data *All stakeholders are represented.	Limited Development 04/26/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The School Improvement Team and/or subcommittees will meet twice a month to discuss implementation of effective practices. The entire School Improvement Team will have monthly scheduled meetings. Subcommittees will meet at least once a month to discuss relevant issues related to student progress. Agendas and minutes will be recorded in Indistar.	<b>Objective Met 06/08/18</b>	<b>Patrick Nordan</b>	<b>06/15/2018</b>
<i>Actions</i>					
6/12/17	The 2017-2018 School Improvement Team will meet 7/20/17. This is the initial meeting for planning for the 2017-2018 school year.		Complete 08/18/2017	Patrick Nordan	07/21/2017
<i>Notes:</i> Patrick Nordan will take minutes in a Google document.					
8/16/17	Grade level teams will meet with Lead Teacher and Principal to discuss at risk students for the 2017-2018 school year, based on the end of year data.		Complete 08/25/2017	Lisa Garrison	08/25/2017
<i>Notes:</i> Minutes will be recorded in Google Drive and uploaded to Indistar.					
9/13/17	The School Improvement Team will meet once a month. Minutes will be recorded in a Google document.		Complete 06/08/2018	Patrick Nordan	06/08/2018

Notes:

<b>Implementation:</b>		06/08/2018		
<b>Evidence</b>	6/8/2018 Evidence is housed in the minutes and agendas in Indistar platform.			
<b>Experience</b>	6/8/2018 In meeting twice a month, our stakeholders feel more involved in the decision making processes at our school			
<b>Sustainability</b>	6/8/2018 We will continue to meet twice a month in the 2018-2019 school year.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>*Leadership Team</li> <li>*Parent Engagement Team</li> <li>*PTO</li> <li>*Agendas and minutes for meetings</li> <li>*Parent School Compacts are posted</li> <li>*Afterschool PLCs (vertical/ BEP/ EC/ AIG/ Lead Teacher/ Principal)</li> <li>*PLC meetings</li> <li>*Master Schedule with BEP to allow for instructional planning</li> <li>*Leadership meets twice a month</li> </ul>	Limited Development 04/26/2017		
<i>How it will look when fully met:</i>		There will be team structures in the school improvement plan and school governance policy. There will be written statements of purpose and by-laws for each team's operation. Leadership Team will meet twice each month for an hour each meeting. Teams will receive timely access to information, including student progress data and summaries of classroom observations.		Lisa Thompson	06/19/2020
<b>Actions</b>			<b>3 of 6 (50%)</b>		
8/18/17	A list of committees is included in the back to school teacher resources.	Complete 08/17/2018	Lisa Thompson	08/20/2018	
<i>Notes:</i>					
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Family Game Night on 10/17/18.		Lisa Garrison	11/14/2018	
<i>Notes:</i>					
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Science Night on 1/2/19.		Lisa Garrison	02/13/2019	
<i>Notes:</i>					
8/22/18	Teachers will meet in PLC groups on the first and third Tuesday of every month to plan lessons.		Hannah Slaughter	06/28/2019	
<i>Notes:</i>					

8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Annual Public Meeting on 8/30/18.	Complete 08/30/2018	Lisa Garrison	09/12/2019
<i>Notes:</i>				
8/22/18	Title I Parent Engagement Committee will meet to prepare ideas for Math/Reading Night on 9/19/18.	Complete 10/01/2018	Lisa Garrison	10/10/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<ul style="list-style-type: none"> <li>*Administration is visible in classrooms</li> <li>*Informal walk throughs</li> <li>*Formal observations (PDPs)</li> <li>*Attends weekly planning</li> <li>*Attend IEP meetings</li> <li>*Attend data wall meetings</li> </ul>	Limited Development 04/26/2017		
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<b>How it will look when fully met:</b>	The principal will be highly visible on the school campus and in classrooms. This will lead to positive effects on students' and teachers' attitudes and behaviors.		<b>Lisa Thompson</b>	<b>06/19/2020</b>
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<b>Actions</b>		<b>1 of 5 (20%)</b>		
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8/22/18	Our school will participate in Instructional Rounds with district personnel on 9/11/18. Feedback will be provided to teachers.	Complete 10/08/2018	Lisa Thompson	10/10/2018
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*Notes:*

8/22/18	Our school will participate in ELA Instructional Rounds with Deanna Wiles on 10/10/18. Feedback will be provided to teachers.		Lisa Thompson	11/14/2018
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*Notes:*

8/22/18	Our school will participate in Math Instructional Rounds with Ana Floyd on 11/5/18. Feedback will be provided to teachers.		Lisa Thompson	11/14/2018
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*Notes:*

8/22/18	Our school will participate in Instructional Rounds with district personnel on 2/7/19. Feedback will be provided to teachers.		Lisa Thompson	02/13/2019
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8/18/17	Principal, assistant principal, and lead teacher have access to to all teachers' lesson plans through PlanbookEdu.		Lisa Thompson	06/19/2020
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	*Quarterly assessment data meetings *BOY, MOY, EOY Data wall meetings *Leadership Data Meetings (monthly) *District data drives PD *PLC data meetings	Limited Development 04/26/2017		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<b>How it will look when fully met:</b>	A shared google document will allow us to track monthly common formative assessments at each grade level. We will use multiple data sources to drive instruction in order to increase proficiency in ELA, Math, and Science. By the end of 2017-2018, TRC proficiency target will be 67%. By the end of 2017-2018, ELA EOG proficiency target will be 72%. By the end of 2017-2018, Math EOG proficiency target will be 73%. By the end of 2017-2018, Science EOG proficiency target will be 80%.	<b>Objective Met 09/12/18</b>	<b>Christa Kallam</b>	<b>06/15/2018</b>
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<b>Actions</b>
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6/12/17	Beginning of the year assessment screenings will be administered in reading and math by September 29, 2017. This data will be used as a baseline to form instructional grouping.	Complete 09/29/2017	Teresa Turner	09/29/2017
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<i>Notes:</i>	There will be a data sheet in Google drive. Grade level chairs will be responsible for inputing information into the sheet. Teresa Turner will be responsible for making sure information is recorded before the deadline of 9/29/17.			
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6/12/17	First grade level data will be collected monthly for ELA, Math. Science data will be collected when grade levels are working on units of study in Science.	Complete 09/29/2017	Teresa Turner	09/29/2017
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<i>Notes:</i>				
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6/12/17	Second grade level data will be collected monthly for ELA, Math. Science data will be collected when grade levels are working on units of study in Science.	Complete 09/29/2017	Ann Marie Johnson	09/29/2017
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<i>Notes:</i>				
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6/12/17	Third grade level data will be collected monthly for ELA, Math. Science data will be collected when grade levels are working on units of study in Science.	Complete 09/29/2017	Bailey Toomes	09/29/2017
<i>Notes:</i>				
6/12/17	Fourth grade level data will be collected monthly for ELA, Math. Science data will be collected when grade levels are working on units of study in Science.	Complete 09/29/2017	Kristin Kennedy	09/29/2017
<i>Notes:</i>				
6/12/17	Fifth grade level data will be collected monthly for ELA, Math. Science data will be collected when grade levels are working on units of study in Science.	Complete 09/29/2017	Patrick Nordan	09/29/2017
<i>Notes:</i>				
6/12/17	Kindergarten grade level data will be collected monthly for ELA, Math. Science data will be collected when grade levels are working on units of study in Science.	Complete 09/29/2017	Hannah Slaughter	09/29/2017
<i>Notes:</i>				
6/12/17	Middle of the year assessment screenings will be administered in reading and math by February 28,2018. This data will be used as a guideline to form instructional grouping.	Complete 02/28/2018	Teresa Turner	02/28/2018
<i>Notes:</i>				
<b>Implementation:</b>		09/12/2018		
<b>Evidence</b>	4/9/2018 4/9/2018- We have added grade level data each month for Reading, Math, and Science. We have also used data analysis protocols to discuss data in an objective way in order to drive instruction. We will continue to use these protocols in order to strengthen our core instruction program.			
<b>Experience</b>	4/9/2018 4/9/2018- Grade levels are using data to drive instruction. We are using data from multiple sources to make educational decisions.			
<b>Sustainability</b>	4/9/2018 4/9/2018- Continuation of using data for decision making. We must continue to make time to discuss the data from our assessments as a team in order to strengthen our core instruction as well as reach our enrichment and remediation groups.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		See folder C3.04 for district-provided evidence.	Full Implementation 04/26/2017		
Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> <li>*Parent School Compacts</li> <li>*Remind 101</li> <li>*Parent Nights</li> <li>*Newsletters</li> <li>*Surveys</li> <li>*Conferences</li> <li>*Website</li> <li>*Awards days</li> <li>*Peachjars</li> <li>*Home Connect Letters</li> </ul>	Limited Development 04/26/2017		
How it will look when fully met:		The school will consistently interface with parents at many points, in many venues, over the course of the schooling years, resulting in significant positive results in student behavior and performance.		Kristin Kennedy	06/20/2020
Actions			1 of 3 (33%)		
	6/8/18	Meet with Parent Engagement Committee to schedule parent information meetings for the 2018-2019 school year.	Complete 05/22/2018	Lisa Garrison	05/22/2018
Notes:					

8/22/18	Our school will hold conferences for parents to discuss quarter 1 progress.		Lisa Garrison	11/14/2018
<i>Notes:</i> Teachers will provide copies of conference schedules for the Title I box on 11/2. Since these schedules will contain student names, they will not be uploaded as documentation, but will be on file in Title I box.				
8/18/17	We will hold five parent nights to help parents better understand the curriculum and how to help their child at home.		Lisa Garrison	06/19/2020
<i>Notes:</i>				



School: Archdale Elementary School

School Year: 2018-2019

Local Board Approval Signature: \_\_\_\_\_

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

From GS §115C-105.27: *“ The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals , instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Lisa Thompson		
Assistant Principal	Paula LaPlant		
Lead Teacher/Process Manager	Lisa Garrison		
Guidance Counselor	Sally Voelkert		
Kindergarten Representative	Hannah Slaughter		
First Grade Representative	Christa Kallam		
Second Grade Representative	Ann Marie Johnson		
Third Grade Representative	Bailey Toomes		
Fourth Grade Representative	Kristin Kennedy		
Fifth Grade Representative	Lori Swiggett		
Media Specialist	Christine Beeson		
Assistant Representative	Tonia Trotter		
Secretary	Cateria Davis		
Parent	Chris Allred		



## NCStar/SIP Mandatory Components

School Name: Archdale Elementary

School Year: 2018-2019

### Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

With the current personnel it is not possible to provide sufficient student supervision and a daily duty-free lunch period. At times throughout the year, however, duty-free lunches are provided through the use of parent volunteers, teachers not assigned to regular classrooms, and administrators.

### Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Resources will be used to provide teachers with 45 minutes of planning during the instructional day as well as bi-weekly grade level planning after school. Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

The Multi-Tiered-System of Support Team meets at the beginning of the year to inform teachers of students who engaged in the MTSS process the previous year. We also hold beginning of year data meetings with each grade level to identify at-risk students and to develop remediation plans.

**Safe School Plan for  
Archdale Elementary School**

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

**Statement of Responsibility for the School District Superintendent** – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

***If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.***

**Statement of Responsibility for the School Principal** – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

***If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.***

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel** – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

**Assistant Principal(s):**

**Teachers:**

**All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**

**Teacher Assistants:**

**Other School Staff:**

**Services for At-risk Students** – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

**The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

**Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

**Target: Increase staff awareness and implementation of safety procedures throughout the campus**

**Indicator: Rosters of staff trainings; safety drill logs; visitor logs**

**Milestone Date: Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:				
In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: <b>Promote a safe and orderly environment conducive to learning by maintaining a secure campus</b>				
Target: <b>Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team</b>				
Indicator: <b>Discipline data, attendance data, suspension data, MTSS logs</b>				
Milestone Date: <b>Quarterly</b>				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
<b>Maintain the Sheriff's Department as a community partner as it continues to provide:</b>				
<ul style="list-style-type: none"> <li>● <b>one SRO's (School Resource Officers) at each of the six traditional high schools</b></li> <li>● <b>one SRO (School Resource Officer) for each of the six middle schools</b></li> <li>● <b>one SRO (School Resource Officer) for the one sixth grade school</b></li> <li>● <b>two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School</b></li> <li>● <b>one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools</b></li> <li>● <b>two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools</b></li> </ul>				
<b>Maintain established protocol for communication and collaboration with community agencies that provide support to students.</b>				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				
<ul style="list-style-type: none"> <li>● <b>The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.</b></li> </ul>				



- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**